

THE
MASSACHUSETTS TEACHER.

FEBRUARY, 1861.

Volume XIV.

WM. T. ADAMS, Editor for this month.

Number 2.

SPELLING AND SPELLING-BOOKS.

WE are not disposed to inquire why the former days were more prosperous than the present, but there are a great many people in the community who honestly and sincerely believe in the fact. In looking over several of the educational journals of the country, we have noticed that this opinion prevails in reference to the important branch of spelling. We should judge, from our reading, that there is quite a respectable minority of those interested in matters pertaining to education, who believe that our schools have degenerated, so far as spelling is concerned. One ascribes the falling off to the want of sufficient attention to the subject; another to the fact that "spelling on sides" has been, to a great extent, abolished, and a third is quite sure it is all owing to the introduction of new-fangled methods.

We should not like to be called on to decide, either upon the degeneration, or the causes which have produced it. We are satisfied, however, that more is required of Grammar Schools now than was at any former time, and that the demand is as unreasonable as it is unnecessary. Twenty-five years ago, a pupil could "pass muster" and be regarded as a very fair scholar, without being able to spell "ich-thy-o-sau-rus," "i-guan-o-don," "hmn-mnh-gnmnh," and some thousands of others of the same sort. In attempting to conquer these monstrosities, which no person except a professor of

palæontology would ever think of spelling without looking in a dictionary, we wink out of sight hundreds of common words, such as "separate," "animal," "inflammation," "symmetry," etc., which are found in almost every column of the daily newspapers. He who has occasion to use hard words will be obliged to keep on learning to spell just as long as he has occasion to indulge in the use of "words of learned length and thundering sound." The elementary school, with its inadequate means, cannot do the work of a lifetime.

Without any intention to intrude on the territory of the croakers, we venture to suggest that every innovation is not necessarily an improvement. We are even so radical as to believe that public sentiment may sanction an error; and that what almost every body regards as the best way may possibly be a very poor way. Of course, it is impertinent to deny what every body affirms, and rather casts an imputation upon the modesty of the twelfth jurymen; but — Pat Finnigan was a fisherman, and exercised his talent in a humble way in supplying the market of the city of Cork with fresh fish. One day, his little bark was blown off soundings, and out of sight of land; whether from the effects of the "blessed whiskey," or from ignorance of the science of navigation, the authorities do not inform us. Pat was disturbed by the turn of events, and sadly perplexed to find his way back to the Cove. Standing on for a time at a venture, he was overhauled by a large brig, which, on hailing it, he found, was bound for Cork. With a modesty peculiar to his race and clime, he instantly offered his services to pilot the brig into port. The offer was accepted, and, the painter of his boat made fast to the stern of the brig, he ordered the captain to continue on his course, and call him when he made the land, while he turned in and took a nap. Of course, Pat found his way back to Cork, the blind leading the blind.

We wish to offer a suggestion in regard to spelling and spelling-books, very much as Pat offered to pilot the brig into Cork. Though we have a decided opinion in regard to the matter, we are open to conviction, and hope the captain of some brig will correct our reckoning if it proves to be wrong.

Modestly, and with due deference to everybody, we assert our belief that the gentleman who first invented what are called Clas-

sified Spelling-Books, however humane and philanthropic his views may have been, was not a public benefactor. On the contrary, we believe he has done more mischief to the cause of correct orthography in the community, than "the man who invented sleep" has done to the time-saving Yankees. Our modern spelling-books are all arranged on this plan ; and we know of no respectable work in use at the present time, which adopts any other plan.

We acknowledge the labor-saving advantages of the classified system. It is a blessing of incalculable magnitude to those amiable teachers, whose visits to the school-room are as mechanical as their labors ; who are perfectly satisfied when the class spell round without missing. It is also decidedly humane in its tendency, and saves the poor little children the trouble of studying their lessons, thus relieving the community of an immense number of curved spines, dyspeptic stomachs, and prematurely old men and women. It enables the scholar to see at a glance how all the words in the lesson are to be spelled, and to perceive how beautifully accommodating the English language is in having so many words that are spelled almost alike.

Our excellent teacher, who believes in progression — of salary, and has a periodical fit of grumbling, because the pay of schoolmasters and schoolmistresses is so small, assigns a lesson in spelling. It is kindly labelled "Words in *able*," so that the scholar may be sure and give every word that termination. The next day the lesson consists of words in *ible*, and, of course, no pupil can make a mistake without a tremendous effort. These two lessons pass off with immense *eclat*, and the teacher thinks the scholars can't be beaten in spelling. It is more than probable that they cannot, so long as the words are given out in *proper* order.

Suppose we make an *olla podrida* of these words in *able* and *ible*, and then give them out to the same class. Such a course would produce a panic among them, spreading consternation in the ranks. The young gentlemen and young ladies would be disgusted at the stupidity or barbarism of the teacher in thus distorting the natural order of words in the spelling-books. No doubt, as the broken reed is snapped, they would regard themselves as martyrs, and ask their parents to petition the committee for the removal of such a teacher.

After all, perhaps, the fault is not so much in the book as in the teacher. That the classification of words is a valuable aid in teaching their pronunciation must be admitted ; but, while teachers use the book as chart and compass, the advantages of the system will not compensate for the mischief it causes.

For our own use, we prefer the old-fashioned method of classifying words by the number of syllables ; or, at least, without any regard to analogy in their arrangement. In the absence of such a work, we assign, as a review, several pages, so that words of different characters, and with various terminations, may break up the deceptive harmony of the recitation.

The philosophy of spelling, if there is any philosophy about it, is a mystery to us. The rules of spelling, with two or three exceptions, are utterly useless to the immature mind of the scholar. To obtain the facility of skilfully applying them requires more time and labor than to learn to spell by rote all the words to which they apply. Memory seems to be the only faculty which is exercised, or can be exercised, for the ordinary process of spelling. Many persons, who spell certain words correctly in writing, apparently from the force of habit, are unable to spell the same words orally ; evidently depending upon the eye alone for guidance. At a recent examination of teachers in Boston, of fifteen words given out, two of the candidates contrived to spell every one of them wrong ! What the philosophy of their operations was, we have no means of knowing.

It is a fact patent in the experience of every skilful teacher, that scholars who spell orally with tolerable accuracy, prove to be miserably deficient when, for the first time, they attempt to write the words. The converse of the proposition is hardly less true. From these facts we infer that the art of spelling correctly is chiefly in the cultivation of the ear or the eye. For oral spelling, we train the ear till the association of letters in a given word is perfectly familiar. The telegraphic operator, by long practice, is enabled to interpret the clicking sounds of the machine, which are nothing but confusion to the uninitiated. The surveyor of lumber sees at a glance the number of feet in a board. His eye has been trained by long practice. The ability to spell correctly must be purchased in like manner, though the memory is actively engaged at the same time.

The practice of walking through a spelling-book for the purpose of learning to spell, is very much like committing to memory the contents of a book by successively reading it through, instead of conquering it in small portions. The impression which a single exercise produces upon the mind is too faint to be retained. Back lessons should be frequently reviewed, by spelling orally, and by writing the words. Nothing but a regular drill can accomplish the purpose.

A TALK ABOUT TEACHING GRAMMAR.

Green. Good-morning, Brother Sharp. You are just the person whom I wished to meet.

Sharp. I am glad we have met, then ; for I live principally to oblige my friends and the public. Good-morning. I hope you are well.

Green. Well, but in some tribulation.

Sharp. I am sorry to hear you say that. Can I do any thing to assist, or even to comfort you ?

Green. Both, my good friend. The Report of the Committee declares that you have been eminently successful in imparting to your pupils a thorough knowledge of English grammar, while it suggests that I ought to bestow more attention upon the subject. I am very deeply wounded by this remark — not that which praises your skill, for I know the commendation is deserved ; but that which condemns my work. And I am the more disturbed and disheartened by the consciousness that the condemnation is just. I feel that all my labors upon grammar have been useless, ending in utter failure.

Sharp. You take a very harsh view of the subject.

Green. But a just view. I have been completely discouraged for the last six months. I have devoted more time to grammar than to any other subject ; but I declare I believe there is a conspiracy in my school to defeat all my exertions. I appeal to you for aid.

Sharp. I will cheerfully afford you all the assistance I can.

Green. Thank you.

Sharp. Well, how do you proceed? Suppose a class which has never studied grammar to be before you, what would you do?

Green. I should have a cold sweat as I contemplated the dreadful prospect before me. It makes me shudder to think of the appalling drill, of the horrible repetitions, and of the frightful expenditure of temper and words, which the process of instructing the class would require.

Sharp. Indeed? I think grammar is one of the pleasantest studies pursued in my school. I certainly prefer it to any other.

Green. What manner of man are you? Fond of teaching grammar! I should as soon think of finding an ox with a taste for roast beef and turtle soup, as a teacher with a taste for grammar. I abhor its very name. It is an abomination to me.

Sharp. Excuse me, but I think it must be because you do not teach it in a proper manner. You can't pitch hay with a grindstone, nor eat soup with a fork; and you can't teach grammar without using common sense in the operation.

Green. What is common sense to one man is folly to another; and one man's wisdom is another man's stupidity.

Sharp. But I refer to your own individual common sense. How do you teach grammar?

Green. Why, I first have the class learn the definitions of all the parts of speech, of course.

Sharp. And, of course, when you teach arithmetic, you first have the class learn all the rules in the book.

Green. I'm not quite a fool.

Sharp. Not quite; but pray proceed with your method of teaching grammar.

Green. There is nothing more to explain. When the scholars have learned all about the parts of speech, person, number, gender, case, declension, comparison, conjugation, when they have learned all these things, I take them into parsing. Then comes the rub! If you could only have heard the blunders my class made the other day, when they attempted to parse for the first time, it would have made you laugh — it made me weep. Though I had thoroughly and carefully drilled them in all the definitions, I found they had no more idea of the matter than a Hottentot has of the Kansas —

Nebraska Bill. The very first scholar parsed *I* as a verb, third person, plural number, objective case, and governed by *yellow*. Was that my fault? I certainly scraped all the skin off my throat in convincing them that *I* was always in the first person. They are infidels on the subject at this very hour.

Sharp. I see your trouble. Suppose a company of "plug-uglies," "dead rabbits" and "roughs" should be sent to New Zealand to teach the natives Christianity. If these hopeful missionaries should be perfectly faithful in imparting the theology, and even bring their pupils to a thorough understanding of the principles of the new religion, how long would it take to convince them that Christianity is worth having, if their teachers got drunk every day, and indulged in a "free fight" three or four times a week?

Green. It would take some time, I should say.

Sharp. Perhaps longer than it would to impart a knowledge of grammar without constant practical exemplification of the principles taught; but either would make a long and disgusting story.

Green. Then you think I don't begin to parse soon enough.

Sharp. That is exactly my opinion. Separating etymology and syntax is just as absurd, in my estimation, as separating faith and works. You don't teach all the rules in the Arithmetic first, and then "do the sums." Why should you teach all the definitions in grammar before you apply any?

Green. I have told you my plan; now will you explain your method?

Sharp. With the greatest pleasure.

Green. How would you proceed with a class of beginners?

Sharp. I should first explain to them the nature of a sentence, using such illustrations as "John runs," "Birds fly," "Boys read," "Children play," and requiring them to construct sentences of this kind.

Green. What! begin at the top of the ladder?

Sharp. My dear sir, of what use is a ladder without something to rest it against? It won't stand alone, any more than your definitions. The subject and the predicate—the noun and the verb, next require attention. I explain the meaning of each, and vary the illustrations in every possible manner. I give the subject, and the class give the predicate. I name a predicate, and they furnish

a subject. The class know what they are about, and actually enjoy the exercise.

Green. Well, I should think they might.

Sharp. I then take up the noun. Let each scholar write several nouns; let them pick out the nouns in the reading lesson; in short, resort to all kinds of expedients till the idea of a noun is thoroughly grounded in the minds of all. Then proper and common nouns come up for consideration; then person, number, gender, and case. This is not the work of a single lesson — perhaps not of a dozen, for, “One thing at once,” is a cardinal maxim in teaching grammar. Having thus disposed of all the accidents of the noun, I assign a lesson, consisting of a dozen sentences of two words each, — the subject and predicate, — for parsing. These exercises are usually written upon the blackboard. I require each scholar to parse and dispose of a noun, giving the rule, and going through with all the forms that will ever be required of him.

Green. But our books are not adapted to this plan.

Sharp. Then we must adapt the book to the plan — not the plan to the book. I next take up the verb, in the same manner, omitting the mood and tense for a time. Then the class can manage a sentence, and the work is more inviting than ever. The article is then considered, the definitions learned, and the application explained. Such sentences as, “A boy plays,” “The girls sing,” etc., constitute the parsing lesson. The possessive case is then in order; then the objective; but each of these topics is made the subject of a separate lesson, and all nouns and articles must be parsed in full. It is my practice to require the scholars to write composition each day, — that is, they furnish sentences like those in the parsing lesson.

Green. What do you think of Van Dusenbury’s method?

Sharp. I don’t know anything about it. I am an old foggy on grammar. With me, my own method succeeds. It may not suit you.

Green. I shall try it, at any rate; and I am very much obliged to you for your explanation.

Sharp. There is no patent on my method, and it may be used with any decent grammar.

[*Exeunt omnes.*]

MR. AND MRS. BETTYWINKLE.

"WILL you stop that noise, children?" snarled Mrs. Bettywinkle, — certainly, a very queer name, and we will venture to assert that it is not legally applicable to a single individual of the one million two hundred thousand inhabitants of Massachusetts; but we have chosen it because we do not wish to be personal, and because the hair is getting thin on the summit of our cranium.

Mrs. Bettywinkle spoke in snappy, snarly tones, something like the barking of a small puppy, that has not the remotest intention of biting anybody, — in those high, sharp tones which encourage children to disobey parents and teachers, and which are the capital stock of the confirmed scold.

The children did not stop their noise; on the contrary, the din became more intense, and Mrs. Bettywinkle began to grow desperate.

"Will you stop that noise, children? You are enough to wear out the patience of Job! It is one everlasting racket from morning till night. I can't have a moment's peace of my life while you are in the house, except when you are asleep. It is, tip over the table, tip over the chairs, tip over every thing. It is, run, stamp, scream, and yell, every moment of the time. When you are not in one kind of mischief, then you are in another. I am almost discouraged. You are wearing the life out of me."

Mrs. Bettywinkle, having discharged these spleeny words at the offending juveniles, evidently felt a little better, and resumed her sewing, very much as a despairing galley slave might be supposed to resume his oar after a momentary respite from his thankless toil. The noise was not in the slightest degree abated, however, for Johnny still whooped, Susie shrieked, and Tommy tumbled the cricket off the table for the tenth time just to see how much noise it would make.

The poor mother desperately plied her needle for the full space of five minutes, notwithstanding the hideous racket around her. At the end of this time, as Mrs. Bettywinkle feelingly remarked, "flesh and blood could endure no more." The din was too dreadful for mortal nerves, and the martyred lady suddenly jumped out

of her chair, and stamped her foot with terrific force upon the floor.

"Will you stop your noise, children?" almost screamed Mrs. Bettywinkle. "I can't stand it any longer — and I won't! You'll kill me."

The children did stop this time. They were evidently awed by the dramatic action of the lady. Mrs. Bettywinkle seemed to be surprised that the din ceased; it was clearly an unanticipated result, but none the less grateful on that account. She seated herself again, and the look of despair which she had worn seemed for a moment to be supplanted by a glow of triumph. As she resumed her work, Mr. Bettywinkle entered the room and seated himself in the corner to read the evening paper. He was soon entirely absorbed in the "Latest News from the South;" so entirely indeed that he did not heed the increasing uproar among the juvenile members of the family.

In about seven minutes from the time that Mrs. Bettywinkle had gone through with that successful tragic manœuvre, its impression had entirely evaporated from the minds of the children. If possible, Johnny whooped louder than before, Susie shrieked forcibly enough to have done honor to the heroine of a continued story, and Tommy pitched the cricket over the top of the door.

Mrs. Bettywinkle looked terribly forlorn again, and Mr. Bettywinkle was completely buried in "secession" and "compromise;" besides, he had a little private theory of his own. He seldom meddled with the children, being a prudent man; and seldom meddled with the lady's system of parental government, being a peaceable man.

"Oh, dear me!" sighed the lady, at last, dropping her sewing into her lap, and looking for all the world as though her last friend on earth had deserted her. "For mercy's sake, stop that noise, children; I am almost crazy. This house is worse than Bedlam."

But this was altogether too tame to have any effect upon the turbulent little ones, and there was not the slightest improvement in the aspect of affairs.

"John" — Mr. Bettywinkle's name was John, after one of the Evangelists, — "John, will you speak to those children?"

"Stop your noise, children," said Mr. Bettywinkle, in a rather quiet tone, and even without raising his eyes from the paper.

Though Mr. Bettywinkle was no magician, and though there was not even any "shoot" in his eye at the time, his words wrought a miraculous result. Johnny's mouth closed as tight as the shells of an oyster threatened with the knife, and Susie and Tommy applied themselves to a picture book as zealously as though order had always reigned in Warsaw.

"Those children will be the death of me," sighed Mrs. Bettywinkle.

"I think not," replied her liege lord, with a pleasant smile.

"They certainly will," persisted she.

"O no, I guess not," suggested he. "It is your bed time, children," continued he, turning to the little ones.

"Let me sit up a little while longer, father?" said Susie.

"No, child, it is seven o'clock. Call Jenny, and let her put Tommy to bed."

"Susie called Jenny, and all of them kissed "pa," and then kissed "ma," — the little torments, — the murderers of her peace, the conspirators against her happiness, — the imps that promised to be the death of her!

"Mamma's pet," exclaimed she, as she lifted little Tommy from the floor, and printed some sixteen or twenty kisses upon his rosy cheek.

They were gone, and the sitting-room was quiet as the vales of paradise. It was a sweet calm — a blessed lull in the tempest — which in a few moments elevated the spirit of the poor mother above the cares and trials, the din and uproar of this — to her — noisy world. Still the memory of the confusion that had reigned during the preceding hour was upon her, — it was that which made the quiet of the present so grateful to her senses; for as De Quincey truly says, happiness is only a comparative state.

"Those children won't mind me," Mrs. Bettywinkle remarked, after she had enjoyed the calm repose for a short time.

"Won't they?"

"They pay no more attention to what I say, than though I did 'nt speak. They mind you the instant you speak."

"They ought to mind you," mildly suggested Mr. Bettywinkle,

lowering his paper ; for, after a moment's reflection, he had resolved to ventilate his little theory to a prudent extent.

"They wont ; I can't make them mind *me*. I scold, and storm, and threaten, till my throat is sore, and it do n't do a bit of good."

"That 's the very reason why it do n't do any good."

"What is ?"

"That you scold, and storm, and threaten them. Do n't you know that sailors get used to the noise of the tempest, and soldiers to the roar of the cannon ? They do n't mind such things. I never scold, nor fret at them, — they mind me. You scold, and fret, half your time, — they won't mind you. Why, Mary, I should think, to hear you talk to them, that your children were a nuisance to you — that you wished them all at the bottom of the sea, — I know you do n't."

"How can a body help it ? They vex me all day long."

"But your snarling and fretting makes the matter worse. The children know that the dog which barks loudest, never bites. Talk calmly and gently to them. If they do n't mind, *make* them mind. When you tell them to do anything, see that they do it the first time you require it."

"Well, I do n't know," sighed Mrs. Bettywinkle.

She really did not know. She had acquired the habit of snarling and fretting at her children, though there never was a more loving and devoted mother, and consequently her authority had become a broken reed. We are sorry to add, that her husband's excellent solution of the children's disobedience, produced no marked effect, but we hope a second lecture will be more effectual.

Fretting and snarling in the schoolroom or at the fireside are worse than useless ; they are positively demoralizing. Wherever we find them, the children, from the nature of the case, must be disobedient. They can't help it. A child may love, but cannot, to a proper degree, respect a parent who is continually fretting and snarling. Love alone will not always produce obedience. Respect — not awe or fear — makes a willing child.

We beg Mr. and Mrs. Bettywinkle's pardon for exposing their domestic affairs to the public ; but, if they feel aggrieved, we implore them to cherish the spirit of the patriot, and feel that they suffer for the public good.

OLIVER OPTIC.

THE EDUCATIONAL SYSTEM OF THE STATE OF
NEW YORK.

THE STATE NORMAL SCHOOL AND TEACHERS' INSTITUTES.

THE vast territorial extent and the numerous population of the State of New York, together with its immense natural resources, constitute it unquestionably the most powerful member of our great federal union. Whatever regards its character and progress becomes, to a great extent, a matter of common interest to the whole family of States, united by the national bond. To us in Massachusetts whose material and moral interests alike are so closely connected with those of our great and opulent neighbor, by intercommunication and constant interchange of physical and intellectual benefits, the mental as well as the external conditions of life in that State must ever be subjects of peculiar interest.

To the writer of the present communication it has long seemed desirable that the readers of the *Massachusetts Teacher* should be furnished, in a condensed shape, with the means of forming more distinct conceptions of the State system of educational measures at present in operation in New York than generally prevail among the friends and agents of education in New England. Our opportunities of information in this respect are, for the most part, limited to the perusal of public documents, not always clearly intelligible in details to readers who have no opportunity of personal observation as to the working of given plans. The brief general statements made orally, on occasions such as those of teachers' associations at their annual meetings, although often very interesting, as far as they go, and much more satisfactory than the perusal of a mere statistic report, are necessarily inadequate to the purpose of communicating a definite and distinct view of a subject so extensive in its relations and so varied in its details.

The system of public education adopted by the State of New York comprehends its legislative enactments in their operation on (1) the Common Schools, (2) Academies, (3) Colleges, and (4) the Normal School and the Teachers' Institutes of the State.

The fourth class of these institutions being the actual fountain-

head of all the others, — so far, at least, as the natural order of things is concerned, — stands first, probably, in the estimation of the readers of *The Teacher*; and we may commence our survey of the State plan of education with that particular field, taking up the others in successive numbers, if convenient for our monthly editors.

From the Third Quinquennial Register of the State Normal School, for the fifteen years ending July 14, 1859, we derive the following statements.

R.

THE STATE NORMAL SCHOOL.

“The Normal School of the State of New York, was established by an act of the legislature, in 1844, ‘for the instruction and practice of teachers of common schools, in the science of education, and the art of teaching.’ It was first established for five years, as an experiment, and went into operation on the 18th of December, 1844, in a building provided gratuitously by the city of Albany, and temporarily fitted up for that purpose. The first term opened with twenty-nine pupils, and closed with ninety-seven. The number in attendance, the second term, was about two hundred. The average number is now about two hundred and fifty.

“In 1848, an act was passed by the legislature, ‘for the permanent establishment of the State Normal School,’ appropriating \$15,000 towards the erection of a suitable building. The following year an additional appropriation of \$10,000 was made for its completion. A large and commodious edifice containing a dwelling-house for the principal, was accordingly erected on the corner of Lodge and Howard Streets, adjoining the State Geological and Agricultural rooms. To this building the school was removed on the 31st of July, 1849.

“The design of this institution is to improve the condition of common schools, by providing a class of teachers superior in professional scholarship and practical skill to those ordinarily furnished by institutions not having this end specifically in view.

“Each county in the State is entitled to send to the school a number of pupils, (either male or female) equal to twice the number of members of the assembly in such county. The pupils are

appointed by the Assembly District School Commissioners, at a meeting called by the Superintendent of Public Instruction, on the first Mondays of February and September in each year. A list of the vacancies at the close of each term is forwarded to the commissioners, and published in the papers of the city of Albany.

"Persons failing to receive appointments in their respective counties, may, upon presenting testimonials of character and talents, and sustaining the prescribed examination, receive appointments from the executive committee, provided any vacancies in other counties exist.

"Pupils once admitted to the school will be entitled to its privileges until they graduate, unless they forfeit that right by voluntary absence, by improper conduct, or by failing to exhibit good evidences of scholarship and fair promise of success as teachers.

"QUALIFICATIONS OF APPLICANTS. — Females sent to the school must be at least sixteen years of age, and males eighteen; and in all cases decided maturity of mind is indispensable.

"Candidates for admission to the lowest class, must sustain a thorough examination in reading, spelling, the geography of the western continent, intellectual arithmetic, equal to one half of the ordinary treatises, written arithmetic, through interest, and so much of English grammar as to be able to analyze and parse any ordinary prose sentence.

"For admission to the advanced classes, in addition to those required for entrance examination, all the studies of the preceding classes must have been accomplished. The time required to complete the course, will depend on the attainments, habits, and talents of the pupil. It ought never to exceed four terms, or two years.

"All the pupils, on entering the school, are required to sign the following declaration:

"*We, the subscribers, hereby DECLARE, that it is our intention to devote ourselves to the business of teaching the schools of the State, and that our sole object in resorting to this Normal School is, the better to prepare ourselves for this important duty.*"

"It is expected of the commissioners that they will select such pupils as will sacredly fulfil their engagements in this particular, and they should be made acquainted with its import before they are appointed.

“The following extracts from a circular issued to the town superintendents, by the State Superintendent of Public Instruction, clearly present the qualifications which are deemed essential :

“ ‘The town superintendents are directed to give the most extended notice in their power of vacancies, and to interest themselves in finding proper pupils to be appointed.

“ ‘In making the selections, those who, from past successful experience have proved their aptness to teach, or, from traits of character, clearly developed, give fair promise of future success, should be preferred. Talents not below mediocrity, unblemished morals, and sound health, are regarded as indispensable. In your visitations of the schools, you will sometimes find teachers who only need the instruction which this school is designed to give to ensure their highest success and usefulness ; or pupils who have given proof of good scholarship, which, by being properly directed, may be made of great value in the cause of education. Such teachers and scholars you will encourage to seek these appointments.’

“PRIVILEGES OF THE PUPILS. — All pupils receive their tuition free. They are also furnished with the use of text-books without charge. They are, however, held responsible for their loss or injury. Besides this, each student receives an amount designated to defray travelling expenses from his county seat to Albany.

“APPARATUS. — A well assorted apparatus has been procured, sufficiently extensive to illustrate all the important principles in natural philosophy, surveying, chemistry, and human physiology. Extraordinary facilities for the study of natural history are afforded by the museum of the medical college and the State collections,* which are open at all hours for visitors.

“LIBRARY. — Besides an abundant supply of text-books upon all the branches of the course of study, a well selected miscellaneous library has been procured, to which all the pupils may have access, free of charge. In the selection of this library, particular care has been exercised to procure most of the recent works upon education, as well as several valuable standard works upon the natural

* These comprise a geological cabinet, geographically grouped, according to the different portions of the State. May we not expect to possess, ere long, a similar cabinet for the State of Massachusetts ?

sciences, history, mathematics, etc. The State library is also freely accessible to all. *

"TERMS AND VACATIONS. — The *Fall Term* begins on the third Monday in September, and continues twenty weeks.

The *Spring Term* begins on the last Monday in February, and continues twenty weeks.

"BOARD. — The price of board in respectable families varies from \$2.25 to \$3.00.

"The ladies and gentlemen are not allowed to board in the same families; and gentlemen of the school are not allowed to call upon ladies of the school after six o'clock, P. M. Particular care is taken to be assured of the respectability of the families who propose to take boarders, before they are recommended to the pupils.

"COURSE OF STUDY AND TEXT-BOOKS. — The following is the course of study prescribed for the school, and a thorough acquaintance with the whole of it on the part of the male pupils, is made a condition of graduation.

"SUB-JUNIORS. — Reading; spelling; elementary sounds of the letters; writing; English prose composition; geography and outline maps; intellectual arithmetic; elementary arithmetic; English grammar; history; chronology, Bem's system; elementary algebra, begun.

"JUNIORS. — Intellectual arithmetic; practical arithmetic; geography and map drawing; writing; elementary sounds of the letters; reading; history; English grammar; elementary algebra.

"SUB-SENIORS. — Book-keeping; higher arithmetic; geometry, six books; rhetoric; drawing; elementary algebra, reviewed; natural philosophy; perspective drawing; mathematical geography and use of globes; constitutional law, with select parts of the Revised Statutes most intimately connected with the rights and duties of citizens.

"SENIORS. — Grammatical analysis; higher algebra; plane trigonometry; surveying and mensuration; Thomson's Seasons; physiology; astronomy; intellectual philosophy; moral phil-

* This noble collection, under the skilful supervision of the State Librarians, Messrs. Street & Homes, affords to teachers invaluable opportunities for consulting expensive works of research, otherwise inaccessible to them.

osophy ; chemistry ; agricultural chemistry ; geology ; art of teaching.

“ It is not claimed that in order to meet the present demands of ordinary district schools, a student must complete the entire course of study above specified. The Normal School claims to exert its most direct and powerful influence, by supplying a superior grade of scholarship for the higher public schools, in its graduates, but at the same time to supply the wants of a lower grade of schools, it provides an under-graduate course sufficiently moderate in its requisitions.

The studies of the junior class are designed to prepare a higher order of teachers for the common schools generally ; those who are looking for schools of a still better grade, have before them the sub-senior course ; and for those who aim at more important positions in the higher schools, or at principalships, the senior studies are believed to be none too complete or severe. To extend or elevate the course beyond what it now is, would be to put its completion beyond the time and means of most of those who now graduate ; and more, it would simply educate the few who could complete it beyond even the reach of the higher schools, on account of the limited demand for such teachers, and the insufficient compensation offered them. On the other hand, to modify it so as to make it less severe upon the pupils at any one time, would be to disregard the fact that it is no part of the true province of the Normal School to afford a purely academic instruction in the arts and sciences. This is the proper work of our many excellent high schools and academies, and if through their means the pupil has properly prepared himself for the Normal School course, as it must be presumed he has, no more is required of him than he ought to perform.

“ **EXPERIMENTAL SCHOOL.** — The object of this department is to give the Normal pupils of the senior class an opportunity to apply in practice, under the direction of an experienced teacher, the methods of instruction and discipline inculcated in the Normal School. It has one permanent teacher, denominated the Superintendent of the Experimental School, whose labors are devoted to its management.

“ There are one hundred and five pupils in this department,

whose ages range from eight to sixteen years. These pupils are divided, according to their acquirements, into five classes, and to give opportunity for alternate study and recitation, and a more complete classification, each class is further divided into two divisions, making in all ten distinct grades or classes. The pupils of the lowest class, having learned a little of reading and spelling before entering the school, commence mental arithmetic and geography. The course of study embraces the subjects usually taught in our public schools.

"The teaching is performed by the members of the senior class. To give all a suitable opportunity to fix permanently in the mind the most approved methods of illustrating the subjects here taught, and to afford an opportunity for practice in school management, the senior class is divided into sections of five in number, corresponding to the classes of the Experimental School. Each section is exercised in this school during at least two weeks, and each teacher is expected to exert all his tact, energy, and skill to advance the pupils of the class placed in his charge. On entering the department, and having his class assigned to him, the teacher remains as "observer" two or three days before the class is fully committed to his charge. During this time he is to learn the condition of his class and his duty, and prepare himself as well as he is able to discharge that duty. He is furnished with written instructions, embodying, as far as possible, general principles in teaching applied to his specific duties, which instructions he is to study carefully, and apply in practice. The Superintendent meets these teachers every morning, one half hour before school, to remove any difficulties they may have found in the discharge of their duties, and to fully and freely criticise their bearing as teachers, their manner of teaching, and the matter taught. Each teacher, upon leaving this department, makes a report of the condition of his class, and a concise statement of the methods he would employ in teaching the various subjects. These reports are preserved and bound for future reference as to the success of the teachers respectively in this school. The length of time each section is employed in the Experimental Department is from two to three weeks, depending upon the number of the senior class.

DIPLOMA. — The following is the form of this document :

“ STATE OF NEW YORK, }
NORMAL SCHOOL, ALBANY, N. Y. }

“ *To whom it may concern :*

“ This certifies that ——— having been a member of the State Normal School, and having completed the prescribed course of study, is deemed, by the Faculty of the Institution, to be well qualified to enter upon the duties of a teacher.

[Signed by each member of the Faculty.]

“ In accordance with the above Certificate, we, the Executive Committee, have granted this DIPLOMA.*

[Signed by each member of the Executive Committee.]

From the Sixth Annual Report of the Superintendent of Public Instruction, Hon. H. H. Van Dyck, — transmitted to the legislature January 30th, 1860, — the following additional particulars are gathered :

“ The State Normal School is now in the sixteenth year of its existence, and is accomplishing all that is practicable to an undertaking so difficult and arduous as that which constitutes its distinguishing feature.

“ Since its establishment it has graduated 1120 pupils, the larger portion of whom have rendered good service to the cause of education. There is not a city, and scarcely a large village, in the State, in which its graduates are not occupying posts of respectability and usefulness, either as principals of public schools, or as instructors in academies. That there may have been individual cases not particularly creditable to the school or advantageous to the public, is improbable ; yet a comparison of its graduates, on the score of substantial worth and usefulness, with those of our higher institutions of learning, will, it is believed, result largely in favor of the Normal School.

“ In addition to its graduates, it has also afforded instruction to 2168 under-graduates, who have also, with limited exceptions, engaged in the business of teaching ; and whose influence, more widely extended though not more salutary than that of the grad-

* By an act of the Legislature, passed April 11, 1849, “ every teacher shall be deemed a qualified teacher who shall have in possession a Diploma from the State Normal School.”

uates, may be deemed as even more conclusive in behalf of the utility and efficiency of the school. That the number of undergraduates should be so large, is readily traceable to the fact that many of the pupils resort to the school for the express purpose of preparing themselves to teach in the common schools only; for many of which the range of instruction given in the undergraduate course is in the present condition of things, fully adequate. Of this class of teachers the institution is sending annually into the service of the State, an average of 120. The graduates for the last year numbered 63.

"The current term commenced on the 19th of Sept. last. The whole number of pupils now in attendance is 253. Nearly all of the counties in the State are represented; and of these one-third have in attendance in the school more than their regular quota. The pupils constituting this excess, are appointed to fill vacancies occurring elsewhere. The cause of such vacancies may be readily explained. Occasionally some of the counties fail to send representatives to occupy the seats to which they are proportionally entitled in the school; and in the cities of New York and Brooklyn, (the former of which is entitled to send 34 pupils, and the latter 14,) the existence of local Normal Schools, by supplying the desired facilities of instruction at home, operates so directly against their representation in this institution, as to leave their seats for the most part unfilled. In appointing pupils to the vacancies thus created, preference is always given to the applicants best qualified; and where the qualifications are not essentially variant, to those from the counties most remote.

"Since the adoption of the present system of supervision by school commissioners, upon whom is devolved the duty of designating the pupils from the various counties, a manifest improvement has been observed in the capabilities and character of the appointees. Many of the commissioners have sedulously exerted themselves to secure the best pupils for the school, and to this end have not unfrequently parted with the services, for the time being, of the best teachers in their respective districts. A few, it is to be feared have pursued an opposite course; and the consequences have been, in some cases, the rejection of the applicant on the

score of inadequate preliminary qualification. It is to be regretted that inattention to this essential prerequisite, should occur in even a single instance. The education of school teachers is a work sufficiently simple and easy in theory, but attended in practice by difficulties not easily overcome. One of the most formidable, is that springing from inadequate qualification in the elementary branches — a deficiency in preparation which is extended and perpetuated by the methods pursued in too many of our public and higher schools. Normal School instruction will be able to confine itself to its true province, and accomplish its proper and complete results, only when abandoning their mischievous proclivities for the higher studies, our schools generally give their attention first and chiefly to the primary branches; and so become able to supply the Normal School with a class of pupils thoroughly fitted to enter at once upon a preparation requisite for the discharge of the highest duties pertaining to the teacher's vocation.

"The school, under its present organization, is believed to be, in all respects, worthy of confidence and approval. For actual ability, for harmonious coöperation in all the duties of the school, for hearty devotion to the interests entrusted to their charge, and for substantial achievement in their respective departments of labor, the officers of the Normal School need not shrink from comparison with those of any other institution of similar purpose.* And it is confidently believed that with respect to the bearing of its pupils, their general devotion to the objects of the institution, their respectful and hearty subordination, and their habits of application, the school stands without a rival."

TEACHERS' INSTITUTES.

[¹⁴ Every School Commissioner shall have power, and it shall be his duty: * * * To organize and conduct at least once in each year, in his own district or in concert with the Commissioner or Commissioners of one or more adjoining districts in the same county, a Teachers' Institute; and to induce, if possible, all the Common School Teachers in his district, to be present, and take part in the exercises of such institute; and to perform the duties imposed by chapter 361, Laws of 1847, upon Town Superintendents, and to give the notice therein required to be given by the County Clerk. — Chap. 179, § 8, Laws of 1856.]

"The law of 1847, to which reference is made, requires that in counties with under 30,000 inhabitants, not less than thirty teachers

* Those who have enjoyed opportunity of visiting this institution, as at present conducted by Mr. D. H. Cochran, and his able corps of assistants, will emphatically attest the above statements. A.

and individuals intending to become teachers of common schools within one year — and in counties with a larger population, not less than fifty persons of the same description, shall have been in regular attendance on the instructions and lectures of the institute of the county, during at least ten working days, as a condition precedent to auditing and allowing the expenses incurred in procuring ‘suitable persons to lecture before such institute upon subjects pertaining to common school teaching and discipline, and various educational subjects which may be deemed calculated to qualify common school teachers, and to elevate the profession of teaching, and to improve common schools.’

“The uncertainty attendant upon securing the presence of the number of teachers required by the statute, has no doubt operated to deter some commissioners from even attempting to carry into effect this portion of their required duties; whilst on the other hand, the doubt entertained by teachers, as to whether they would receive a compensating advantage from the instruction offered, has prevented many of that class from incurring the expense necessarily connected with the attendance upon the institute. It affords me pleasure to say, however, that, in a large majority of the counties, no embarrassment is longer felt, either by commissioners or teachers, from this provision of the statute. The beneficial influence of these educational gatherings has become so generally felt and acknowledged — their utility in conveying instruction and awakening a spirit of emulation is so generally conceded — that they are no longer regarded as ephemeral in their character or condition, but as a constituent part of the educational system of the State.

“On referring to the annual report, transmitted by the Superintendent of Common Schools to the legislature in 1849, I find an enumeration of *sixteen* counties in which teachers’ institutes were held, with an average attendance of sixty-eight teachers, and conducted at an average expense of \$69.86 per county. In 1850, no mention is made, by the superintendent, of the number of institutes held, but, in alluding to the subject, he says: ‘There is reason to believe that a diminished interest has been manifested during the past year in reference to these valuable agencies for the improvement and instruction of teachers of our common schools.’

In 1851, no provision having been made by the legislature, for institutes, but few are said to have been held. Thus matters remained, under the renewed era of town superintendents, until new life and vigor was infused, by the adoption of the present method of supervision by school commissioners, in 1856, since which time teachers' institutes have continued to grow in favor and efficiency, until they have become the most potent influence in our educational system.

"In 1859, there was an average attendance at the institutes of 135½ teachers. In several cases, the time of continuance much exceeded the statutory requisition; whilst the expenses incurred largely exceeded the sum appropriated to this object, and was met by the voluntary contributions of the teachers and commissioners. At the annual convention of the latter officers, held at Lyons, on the 14th, 15th, and 16th of September last, a resolution was unanimously adopted requesting the legislature to appropriate the sum of \$200 to each institute with a view of amplifying their means of instruction, and enlarging their sphere of general influence. Whilst I do not consider that teachers' institutes can, of themselves, furnish that systematic and thorough training necessary to the formation of an accomplished instructor, I yet regard them as the most efficient agency in awakening a zeal for improvement in the teacher's vocation; and as exerting a wide-spread and beneficial influence, not only upon the schools, but upon the communities in which their varied exercises are carried out.

"I respectfully recommend to the legislature, in view of the benefits accomplished through the medium of teachers' institutes, that the annual appropriation to this object be enlarged — that the sessions be extended to twenty days, to be held ten days in the spring, and ten in the autumn, or consecutively, as commissioners and teachers shall elect, and to authorize the Superintendent of Public Instruction to prescribe such rules and regulations for their guidance as shall seem calculated to secure their efficiency and usefulness." *

* Measures to the above effect are now in progress.

PICTURE BOOKS FOR CHILDREN.

Toys and picture books are among the earliest educators that leave their impress upon the infant mind. In point of time, they are second only to the mother's smile, the blaze of a lighted lamp, and a few of the more noticeable and familiar objects of the nursery. These and many other early agencies do not receive due credit for the important influences they exert in the first steps of the child's education; and it is exceedingly unfortunate that the term education has become, in common language at least, so restricted in its use, as to be generally applied to what would more properly be called one's *schooling*. However great the influence we may claim for books, the teacher, the school-room, and all its agencies, there are greater influences that have done their greater work upon the young mind, long before its admission to the school-room. Among those influences is that of picture books, and picture books are by no means to be thought lightly of, nor to be treated as unworthy of notice, in an educational point of view. "Children's playthings" they may be; nevertheless, they do vastly more for the child's culture, before the age of ten years, than is done by Colburn's Arithmetic, or "Easy Lessons for Young Readers."

Who cannot recall with life-like reality, the illustrated pages of the nursery books, or the Pictorial Catechism, with "Haman hanged," "Daniel in the Lions' Den," and "John Rogers at the Stake?" Those early impressions, made long since, are to-day more vivid than those of the last pictorial newspaper or illustrated magazine; and many of the present generation will go down to their graves with fresher and clearer conceptions in their minds of the pictorial pages of Peter Parley's story books and school books, than they have of the countenances of friends known only in old age.

And who can estimate the untold influence of those pictures? Who shall tell how much they have contributed to the formation of our taste, good or bad, and to our conceptions of form, of harmony, of proportion, of beauty, and of character?

Now, these well-known facts and principles suggest two noteworthy considerations ; the first of which is, the important influence which pictures and picture books have upon the child's education. We shall take it for granted that mothers, and those who have the early care of children at home, are duly impressed with this fact. If so, they will not fail to make the most of it.

A second consideration is, the *character* of picture books suitable to be put into the hands of children. A poor picture, — a caricature, — ought never to be placed before any child. Such pictures are libels upon truth and beauty in nature, and derange and distort the growth of those faculties which are to be among the child's first instruments for acquiring a knowledge of the world of nature ; and they likewise disturb the harmonious cultivation of the emotions and the moral faculties. We are not now speaking of pictures which are bad in the character of their subjects ; but of those *badly-executed* pictures which are neither true to nature, nor to artistic skill, however humble the attempt. The rude, coarse, and bungling cuts which disfigure many of our almanacs, papers, magazines, and books, ought to be summarily put under the ban by every mother who has the home care of her offspring. Instead of aiding the cultivation of the child's idea of form, and its taste, they fill its mind with the most distorted, ridiculous, and untruthful conceptions ; and, not unfrequently, their uncouthness actually provokes the exercise of bad passions, and thus leads the way to rudeness and immorality. Away, then, with such bungling counterfeits ! Better purchase for a child one well-executed picture, and that a cheap one, than a dozen rude caricatures.

In regard to the propriety and importance of seeing that pictures for children are pure in their character, it is not necessary that we should here speak. Indeed, it was not our purpose to write a lengthy article at this time, but simply to call attention to the subject, and to make one or two suggestions in regard to the importance of furnishing children with a plenty of *good picture books* ; that we have briefly done.

S.

A TRAITOR is good fruit to hang from the boughs of the tree of liberty.

HINTS FOR PRIMARY SCHOOL TEACHERS.

If you are a beginner in teaching, it is possible you may find the school room and its work somewhat different from what may have been your anticipations. Nevertheless, do not be discouraged; for if your expectations of pleasure in your new calling have been reasonable, and not extravagant, you will probably realize as much enjoyment as you have anticipated, though it may be in quite a different way from what you have expected.

Be dignified in your bearing, but none the less easy and familiar. If you are imperious and austere, you cannot have easy access to the hearts of your pupils — you must gain their confidence by your gentleness; and be careful not to repel them by fits of ill temper, or unreasonable severity in word or act.

Chide sparingly, and seldom; approve and commend oftener, and with good judgment.

Be not too much elated with the fact that you are “in authority,” — your countenance and acts may betray your feelings; if so, it will be to your disadvantage.

When you have occasion to correct a pupil, it should not be done with the idea that your principal mission to your school is that of an executive officer, to inflict punishment; your aim should be to turn the pupil “from the error of his ways,” and to “lead him in the way that is right;” and in doing this, you should be careful to show yourself both reasonable and humane.

Never hire pupils to obey, or to perform their tasks, by presents or indulgences. The moment you do so, your pupils, no matter how young they may be, lose all real respect for you, and your power over them for good, is gone.

Study the likes and dislikes of your pupils, and observe carefully their habits. This will enable you to act understandingly, and with a definite object in view.

If you have recently finished your schooling, and have been accustomed to hear young gentleman and ladies recite readily, and with promptness, in the High School, Academy, or Normal School; you should not be disappointed if you do not witness such things in your Primary Schools.

Do n't imagine, because your pupils are young, that you cannot have a good school. In commencing their training, you have the better opportunity to show your power as a manager and teacher. If you labor with fidelity and success, you can become as much interested in the improvement of young children, as in that of young gentlemen and ladies.

Ascertain under what influences your pupils are at home or in the street. It will be of great service to you.

If you have any general remarks to make to your school, or any "lecturing" to do, do not take time for it at the close of the day or of a session, when the pupils are tired, and impatient to be let out of school. Let it be done in the morning, when you can secure the attention of your school, and when they can practice during the day any course you may commend to them.

Be strictly punctual, as well in closing your school, as in commencing it.

Expect your school to be like yourself, somewhat moody — in better temper at some times than at others.

Do n't predict for yourself future success or failure, from the experience of any one day.

Be willing to sow, and till, and prune, though it may fall to the lot of others to reap, and pluck the fruit, — your reward will be all the same.

Labor for the good of your pupils.

Let the evils of to-day be sufficient therefor, and be not over anxious for the morrow.

Be cheerful and hopeful.

A. P. S.

WHAT trees are in summer, covered with leaves and blossoms, exhaling perfume, and filled with merry birds that sing out of their hidden choirs, are conscience, veneration, fear even, when they are shined upon by love; but without love, any of these faculties is like that tree in winter, through which the wind whistles and the storm — gaunt, leafless, bloodless.

DOCTRINE is nothing but the skin of truth, set up, and stuffed.

Resident Editors' Department.

OUR readers will receive in this number their bills for 1861, and will oblige us by soon returning them, accompanied with \$1.00. Considerable labor is saved at our office, whenever the money is accompanied by the bill.

THE Finance Committee has decided to extend the time in which premiums will be paid to those who send us lists of new subscribers.

WE shall be glad to receive a copy of the Annual Reports of the School Committees in this State, and shall endeavor to make from them such extracts as will be interesting to our readers.

MATHEMATICAL.

IN *The Teacher* for December, 1860, is the following question: Let AB be a straight line, of which one end, A, is free to move in a straight line, DC, while the other end, B, moves in a circle; required, the locus of any point, *m*, in the line AB.

SOLUTION. Put $Am = b$; $MB = c$; the radius of the circle $= r$; and the distance of its centre from DC, (prolonged if necessary), be put $= a$. Let the axis of x , (rectangular coördinates), be parallel to DC, and the centre of the circle be taken as the origin. Let ψ and φ be used respectively for the angles which AB, and the radius from the origin to B, make, with the axis of x .

Then, by geometry and trigonometry,

$$\begin{aligned} y &= b \sin \psi - a \\ x &= r \cos \varphi + c \cos \psi \\ r \sin \varphi + a &= (b+c) \sin \psi \end{aligned}$$

Eliminating φ and ψ and reducing gives

$$(L) \quad x = \frac{1}{b} \left(b^2 r^2 - (ac + (b+c)y)^2 \right)^{\frac{1}{2}} + \frac{c}{b} (b^2 - (a+y)^2)^{\frac{1}{2}}$$

It is evident that this gives in general four values of x , and may be reduced to an equation of the fourth degree.

For the points at which the curve cuts the axis of x we have

$$y = 0; \quad x = \frac{1}{b} \left(b^2 r^2 - a^2 c^2 \right)^{\frac{1}{2}} + \frac{c}{b} (b^2 - a^2)^{\frac{1}{2}}$$

which becomes imaginary when $a > b$, or more generally when $ac > br$; which is also evident from geometrical considerations. This equation also shows that the equation cannot pass through the origin unless $r = c$.

It is also evident that the curve cannot cross the axis of y unless

$$c \left(b^2 - \left(a - (c^2 - r^2)^{\frac{1}{2}} \right)^2 \right)^{\frac{1}{2}} < br$$

Putting in (I.) $a = 0$ gives the case intended by the proposer,

$$(II.) \quad x = \frac{1}{b} \left(b^2 r^2 - (b+c)^2 y^2 \right)^{\frac{1}{2}} + \frac{c}{b} (b^2 - y^2)^{\frac{1}{2}}$$

This curve cuts the axis of x at the points $x = \pm r \pm c$ and cannot cut the axis of y unless $c < r$

Taking now m at the middle of the line AB and putting $b=c=d$, II. will become

$$(III.) \quad x = (r^2 - 4y^2)^{\frac{1}{2}} + (d^2 - y^2)^{\frac{1}{2}}.$$

Putting the first differential coefficient of (III.) equal to zero, gives for the points at which the curve is perpendicular to DC either

$$y = 0; \quad x = \pm r \pm d \quad \text{or else}$$

$$(IV.) \quad y = \pm \frac{1}{2\sqrt{3}} \left((4d)^2 - r^2 \right)^{\frac{1}{2}}; \quad x = \pm \frac{4 \pm 1}{2\sqrt{3}} \left(r^2 - (2d)^2 \right)^{\frac{1}{2}}$$

which shows that these shield-shaped ovals retain their depression on the axis of x only if r lies between the limits $r < 4d$ but $> 2d$.

If AB were a rod of uniform weight, Dc a vertical line, and r a line without weight, then equations (IV.) would give the positions of equilibrium.

If in (III.) we put $r=2d$ we obtain

$$x = (2 \pm 1) (d^2 - y^2)^{\frac{1}{2}}$$

which is the equation of a circle surrounded by an ellipse, the depression in each shield having become a semicircle, and the exterior a semiellipse at the moment of meeting.

If in (III.) we make $r = \infty$, and change the origin to the circumference of the circle we get $x' = (d^2 - y^2)^{\frac{1}{2}}$; which is a circle.

But if, on the other hand, we make $d = \infty$ and change the origin to the distance d on the axis of x we get $x' = (r^2 - 4y^2)^{\frac{1}{2}}$ which is an ellipse.

Suppose d to change its value in (III.) from ∞ to 0 . The ellipses at first at the infinite distance $2d$ from each other would approach, the approaching ends grow blunter and when d became $= r$ would touch. Then these blunt ends overlapping would finally, when $d = \frac{1}{2} r$, become semicircles, and the other ends of the ovals would again assume a true elliptical form. But on further diminishing d , each semicircle would forsake its own oval and become a depression in the end of the other. This depression would grow less until $d = \frac{1}{4} r$, when it would disappear, and the ovals would assume a more and more nearly circular form as d approached the value 0 .

T. H.

CAPITOL SCHOOLMASTERS. — In the discharge of our important duties as a member of the "Third House," to which we have had the honor to belong for several years, by virtue of the unanimous suffrages of our highly intelligent constituents, we ascended, a few days since, with becoming solemnity, the steps of the Massachusetts Capitol, otherwise known as the State House, and the "Hub of the Universe." Passing by the statue, which has the artless simplicity or rather the brazen audacity to claim for itself the lineaments of Webster, we reentered the grand

old vestibule. Having renewed our patriotism by again reading the revolutionary tablets, and gazing upon the majestic face and form of the "Father of his Country," we proceeded to take a circumambulatory view of the several departments of the government. The result of our inspection, investigation, and deliberation, was in the highest degree satisfactory. Indeed, we rejoice in being able to announce to our fellow teachers, and to the Universe that revolves around the "Hub," that never, in the history of the Commonwealth, have matters of state been in a condition so excellent as they now are. "Why?" does any one ask? Just because a lot of capital schoolmasters have moved their chairs into the Capitol. Walk with us into the Representatives' Hall, whose tutelary deity, the venerable codfish, still hangs in suspense over the people's deliberations. Do you see that good-looking, clear-eyed man in the Speaker's chair? Note you how promptly and gracefully he conducts the business of the House? *Who is he?* That is Hon. John A. Goodwin, — bred a schoolmaster, — a graduate of a Massachusetts Normal School, still a growing man. You see that he is already at the head of the "representative men" of the State.

We will now step into the Senate Chamber. On looking around the Board, we recognize a gentleman well known to Boston teachers, as having been their co-worker. If any persons have just cause, which is to be fought for in the Massachusetts Senate, let them entrust it to the Hon. Winslow Battles, and they will not be slow to win. This gentleman is a member of the joint Committee on Education, and we are sure that the interests of schools will not suffer in his hands.

Pass we now into the Auditor's department. The State Auditor, whom you see yonder, toiled twenty years as a schoolmaster, organized the Norfolk County Teacher's Association, was one of the earliest and most influential members of the State Teachers' Association. Last winter he was in the State Senate, where he labored heartily and successfully in behalf of the interests of education. While two Senators, one of whom was a teacher, and the other a college officer, were doing what they could to defeat, in whole or in part, the customary appropriations to Teacher's Associations as well as to prevent the granting of needed aid to one of the Normal Schools; our friend yonder, the Hon. Levi Reed, spoke boldly and triumphantly in behalf of teachers and schools. He will be a faithful public officer. No overcharged bills will obtain his signature.

But we must hasten to the Treasury department. Here we are. You see that man of swarthy face and stern eye, that has just a little fun playing about it? Allow us to introduce you to Gen. H. K. Oliver, generally known, as having been for a quarter of a century, one of the best schoolmasters in the State, and as having written sweet music that is heard the world over, wherever a Christian sings. You may be sure that, as State Treasurer, he will keep his "cash account all right;" and having an abundance of "music in his soul," (as well as in an excellent book he has just published,) he will shun all "treason" and "stratagem," how much soever he may incline to the legitimate two thousand dollar "spoils" to which his office entitles him.

If he admit you to his friendship, you will find him a genial companion, having a ready "Roland" for every man's "Oliver," and sometimes a decided "Oliver" for some unlucky wight who can't muster a "Roland."

Thus we might go on naming many schoolmasters who now occupy stations of

more or less honor in the service of the State. Verily, pedagogues are beginning to be appreciated as much as are some demagogues. If we deemed it personally politic to engage in politics, we, Res. Eds. even, should not despair of rising to a seat in the Great and General Court. How imagination kindles at the possibility!

THE CHAIRMAN OF THE FINANCE COMMITTEE. In most newspaper and periodical establishments, the editor is an important personage, but in this he is of no account at all. Nobody expects to see him, nobody wants to see him. All visitors to the Educational Rooms, see seated at a desk, in a comfortable arm chair, a gentlemanly, earnest looking man, with a smart, business-like air, with whom everybody seems to have some business to transact. That man is the Chairman of the Finance Committee. He is not only the main spoke in the wheel, but he is the wheel itself. There may be other spokes, but you do not see them, you only see the revolving wheel. Do not think we complain of this. We like it. The vexations, annoyances, and sufferings of editors are proverbial. Every one claims the right of criticising the poor editor, and kicking him if he wishes to. But here, no one ever thinks of him. All complaints are poured into the Chairman's ear, or are spread out before his eye, while we, lucky fellows, converse with our friends, or look over the publications in blissful ignorance of our short-comings. A Finance Committee, with a Chairman like ours, is a great institution. We recommend it to all periodical publishers.

Suppose you were seated at one corner of his desk, as we were the other afternoon, with one eye looking over editorial exchanges, and with the other watching him. A young lady approaches; he looks up with a smile, but the smile broadens a little as she hands over to him the January number of the "*Teacher*," saying, she has "concluded not to take it any longer, so much of it is occupied with *advertisements*." It is explained to her that she receives forty pages of reading matter every month, and the advertisements are so much additional. He cannot change her purpose, so he takes his book and crosses off her name. He opens a letter. It is from New Jersey, and contains the cash for four new subscribers, obtained by an enterprising teacher. A knock at the door,—"Is Mr. H. in?" He steps to the door and meets two ladies who consign to him two of the January number, and conclude to stop their subscriptions. As he returns, he gives one of the editors a peculiar look, as much as to say, "Those two ladies were from your city." A brother member of the Committee now reads to him a long list of names of new subscribers, and the losses are soon forgotten. While he is busy writing out the receipts for the new subscribers, suppose you take a peep into his correspondence. Here is a note written in a neat feminine hand, on extra paper, stamped with the initials of the writer. It is probably of especial interest, for the date shows it to have been kept some time. Please read:

"I confess my delinquency in the matter of paying for the *Massachusetts Teacher*. I know that I have not paid for it; but, as we have the choice of paying \$1.00 in advance, or \$1.50 at the end of the year, I now prefer to wait until the end of the year, before paying for the valuable periodical. At that time you may expect a *free gift*, (I consider it so, as my love for the cause of education, and nothing else, prompted me to take it,) in the shape of \$1.50, but at the same time would respectfully request the discontinuance of the said journal from January 1st, 1861."

Well, that is good. We are sorry we were not editor last year, so that we could appropriate our share of that complimentary remark, — "*valuable periodical.*" But, blessings on the fair correspondent, we say, for her love for the cause. We only wish it had lasted longer.

Here is another, written in a bold, clerkly hand: "I am in receipt of your Committee's late circular, "Wanted to borrow." Allow me to reply to your appeal, by sending you the \$1.50, and, also, an additional sum for advance pay. I am most heartily ashamed of my neglect, and hope that multitudes of sinners against your terms may be in the same condition of incipient and protracted repentance." That has the right ring to it. We should like to shake hands with that man. We take exception, though, to the protracted, repentance. Let them repent quick, send the money right on, and they shall have free and full forgiveness. But what does that mean, "Wanted to borrow?" It cannot be that many of our subscribers have received a circular with such a heading! We wonder if there are any who have not replied to it.

Let us take up one more. This has a manly look. "Please find enclosed \$1.50, in payment for the '*Teacher*,' and pardon my neglect. Permit me to speak of the pleasure I take in reading the '*Teacher*.' I have found it a source of instruction, and have reaped great benefit from it. Hoping the '*Teacher*' will still maintain its present high character, I am, etc."

The Chairman's correspondence is certainly more interesting than we thought, — but we must stop now, for he is looking this way rather suspiciously. Long may he occupy his present position. The prosperous condition of the '*Teacher*' is largely owing to his promptness and enterprise.

FACTS AND REASONS. One of the most satisfactory means we have employed for cultivating in young people habits of observation and reflection, is the following: Pupils are encouraged to present in writing, questions relating to phenomena which they may have observed, or to which their attention may have been called by the teacher. These are recorded in a book, each question being credited to the scholar who presented it. As often as is deemed expedient, one of the questions is announced for consideration at a stated hour, and is registered by each scholar in a book kept for the purpose. At the appointed time, those who think they can answer the question, present their answers verbally, or in writing, as may be thought best, after which the subject is discussed, and the true answer determined. This is written down by each scholar, and credit is given to all who offered the correct answer.

A trial of this method has shown that young persons are, with a little direction, quick to observe many interesting facts, and shrewd in asking thoughtful questions. From a large number of questions presented by our pupils from time to time, we select a few of those suggested by the present season of the year.

1. Why, on the first freezing mornings of early winter, do the stones seem to have partially sunk into the ground?
2. Why is considerable frost sometimes seen on the lower part of window panes, while there is but little on the upper part, and none in the centre?
3. Why is frost sometimes found on the nail heads on the outside of a barn door, there being no frost on the surface of the boards around the nail heads; and

why, at other times, are the nail heads free from frost, when the boards themselves are covered with frost?

4. Why is the ice on the border of a pond above the level of the ice at a distance from the shore?

5. What causes the large cracks which are often seen in the ice upon ponds?

Will teachers have the kindness to put these questions to their pupils, and to send us the answers given. Other questions will be gratefully received.

INTELLIGENCE.

* PERSONAL.

Professor Samuel Elliot of Hartford, Conn., has been elected President of Trinity College.

Mr. Joseph D. Thurber, late Master of the Chiltonville Grammar School in Plymouth, has taken charge of the school in Norton. *Mr. Joseph B. Ryder*, late of South Plymouth Grammar School, succeeds Mr. Thurber; and *Miss R. Goodridge* of Newton, takes charge of the Grammar School at South Plymouth.

Mr. Reuben Swan, Master of the Wells Grammar School in Boston, met with a serious accident on January 14th. Endeavoring to cover a broken pane of glass, he stepped upon the window-sill, but, missing his foothold, fell down and broke some of his ribs.

Mr. C. H. Gildersleeve of Buffalo, N. Y., who was so active at the last meeting of the National Teachers' Association, has accepted an appointment as Principal of a large new school at Brooklyn, N. Y.

Mr. R. B. Clarke, Principal of the High School at Reading, has accepted the call to a similar position at Milford. The vacancy at Reading has been filled by *L. B. Pillsbury*, formerly of Canton.

Rev. Eli B. Smith, President of the Literary and Theological Institution at Fairfax, Vt., died on January 5th, after a short illness; aged 57 years. He took a high rank as a teacher and an educator.

Chevalier Ch. Bunsen, the distinguished Prussian diplomat, scholar, and author, died in December, at Bonn, at the age of 70 years. The "Bunsen battery" bears his name as a monument of his inventions in electrical science.

SCIENTIFIC.

A WORKMAN of Paris has just discovered a method of preserving gas and water pipes from rust, by enveloping them in a thick coating of clay. Such is the importance of the discovery, that the city of Paris has granted the man a pension for life. — England, which has long enjoyed a penny post, is now to be blest with a shilling telegraph, by which a man may send a message of a certain length, (ten words,) to any distance in the United Kingdom, for one shilling or twenty-five cents. — A large deposit of coal has been found on the Weber River, a tributary

of Great Salt Lake in Utah. As wood is very scarce in that region, this discovery, near the centre of the projected Pacific Railroad is exceedingly fortunate. — Two important bills were enacted during the last session of the English Parliament. The first relates to the adulteration of food or drink. Any person selling any article of food or drink, which to the knowledge of the seller, contains any mixture injurious to the health of the consumer, — also, any person who sells for pure an article of food or drink that is adulterated, shall, on conviction, forfeit a stated sum, and pay the costs of prosecution. Local boards may appoint competent chemists for the examination of food offered for sale, and provisions are made to secure justice to both purchaser and seller. The second law refers only to London. It determines the quality of the common gas to be supplied, limits its cost, and provides for a sufficient supply. There is a very great difference between the quality of gases made from different kinds of coal, whereas, most persons suppose that all coal gas is alike. The London gas is to be so pure that it will not discolor turmeric test paper, or darken paper imbued with *acetate* or carbonate of lead, during one minute's exposure to a current issuing at a pressure of five tenths of an inch of water. The gas company which fails to comply with the conditions of the law, is liable to a fine of fifty pounds. Competent examiners are appointed who, for a small fee, inspect and report to any consumer, on the power and intensity of the gas supplied to him. The cost of gas made from bituminous coal is fixed at 4s. 6d. per 1,000 cubic feet, that of cannel coal gas at 7s. 6d. — The *Salt wells of Saginaw*, in Michigan, are now considered a success. The brine is considered equal, if not superior, to that of Syracuse. Two wells, each 670 feet deep, have been sunk, which yield daily 150 barrels. — A simple microscope may easily be manufactured. Take out the bottom of a pill box, and put in a piece of window glass, then paint the inside black, and make a small eye hole in the lid. In this hole, place a single drop of warm Canadian Balsam, and allow it to cool. This drop of the transparent resin, assumes, when cooling, the proper form of a glass lens, with considerable magnifying power. — *Scientific American*.

EDUCATIONAL INTELLIGENCE.

MASSACHUSETTS. — The Board of Education held its annual meeting on Dec. 26th. Hon. Joseph White was chosen Secretary, and accepted the post — not having previously done so. Hon. Geo. S. Boutwell took his seat under his late appointment as a member of the Board. — The *Boston Asylum and Farm-School for Indigent Boys* is under the charge of Superintendent Mr. Morse and three assistants, and is reported to be in excellent condition. The boys, at present ninety-nine in number, cultivate the farm in turn, but spend the larger part of their time in school. They all are taught to sing, and eighteen of them perform on brass instruments. Legacies and donations amounting to \$9,000 have been received during the past year. — The annual exhibition of the *Chauncy Hall School* in Boston, took place at Tremont Temple a fortnight ago. The performances gave entire satisfaction to a large audience; and at the close, books and medals were distributed as usual. — An *Infant Nursery* has recently been

established in Boston where well-disposed and industrious poor women may bring their infants in the morning and leave them for the day. The rooms are furnished with cradles, cribs, and other conveniences, and a kind matron is ready to receive and take care of the children. — An interesting exhibition of *physical training* took place at the Eliot School in Boston, on Dec. 28th, under the direction of its Master, Mr. Samuel W. Mason. — The seventeenth anniversary of the *Newburyport Female High School* was celebrated on Dec. 19th, by singing, prayer, a report by the Principal, Wm. C. Todd, and an address by Rev. Benj. Hale, D. D. In the evening a levee was held at the City Hall. This High School enjoys a high reputation.

ROXBURY. — The number of pupils in the Public Schools is as follows: High School, 108; Grammar Schools, 1,620; Primary Schools, 2,510; total, 4,197. Cost of maintaining High School, \$4,560, (or \$42.22 per scholar,); Grammar Schools, \$21,460, (\$13.24); Primary Schools, \$18,800, (\$7.46); total, \$44,656, (or \$10.64 per scholar). Of the 80 teachers employed, 3 are at the High School; 37 in the five Grammar Schools; and 40 in the Primary Schools. — The library of the Athenæum contains 6,955 volumes. — Rev. George Putnam, D. D., and Joshua Seaver, Esq., members of the Roxbury School Committee, have just entered upon their twenty-third year of service. Have any of our towns and cities members who can boast of a longer service?

THE *Free Public Library* in Worcester contains 16,000 volumes, of which 6,000 belong to the circulating department and 10,000 to the consulting library. — Fire was set to the *Bunker Hill School House* in Charlestown on the 9th of January, but discovered in season to have the building saved.

THE *First Course of Lectures* by Prof. Agassiz, at the Museum of Comparative Zoölogy, Cambridge, has closed. It is unnecessary to say that it has been very interesting and very instructive. A large number of teachers have been in attendance upon each lecture, though many have been obliged to content themselves with half the course, as they had not both Wednesday afternoons and Saturday mornings at their disposal. But in this case a half loaf is a great deal better than none.

The next course, on Zoölogy, will commence in March. The object will be to teach those who attend the course how to observe for themselves. The Professor will give but one example from each of the great Zoölogical divisions, except in the class of Insects, where he will go more into detail. We hope the lecture-room will be crowded by teachers. Not only is the information imparted worth seeking, but there is a chance of catching a little of Professor Agassiz's enthusiasm, and something of his manner of instructing.

THE PLYMOUTH COUNTY TEACHERS' ASSOCIATION met at Mattapoisett, on December 14th and 15th. Lectures were delivered by Dr. D. Lewis of Boston, Messrs. T. P. Rodman of Bridgewater, and D. B. Hagar of Jamaica Plain. Discussions were had upon the topics: "How can parents be brought to coöperate with the teachers?" and "What is the natural order of mental development?" Mr. Chas. F. Dexter of Bridgewater, read a prize essay upon "Public examinations of schools." The following officers were elected for the ensuing year: *President* — A. Soule of Middleboro'; *Vice Presidents* — A. G. Boyden of Bridge-

water, Francis M. Hodges of Middleboro', I. F. Atwood of Middleboro'; *Secretary & Treasurer* — Charles F. Dexter of Bridgewater.

ILLINOIS. — The following item from one of the Chicago papers, will show in what estimation Wm. H. Wells, Esq., is held in his present field of labor. Mr. Wells was for two years President of our State Association, and his efficient services are by no means forgotten. We congratulate the teachers of Illinois upon their good fortune in obtaining him to occupy a similar position in their association :

"A MERITED HONOR. — The friends of Education in our city will be gratified to learn that W. H. WELLS, Esq., the very efficient and popular Superintendent of our Public Schools, and Secretary of our Board of Education, has been elected President of the Illinois State Teacher's Association now in session at Quincy, for the ensuing year. There are few men in the United States who have broader or more enlightened ideas of Popular Education, or who are so earnestly devoted to practical School matters, as Mr. Wells. Our Public Schools are fortunate in having so well qualified a Superintendent, and the State Teachers' Association has honored itself by honoring him. By thus enlarging his sphere of usefulness, our City and State will be the gainers."

OHIO. — *The Ohio Educational Monthly* offers to its readers the following queer example of subtraction or division :

"Good Mr. McMicken died a year or two ago, and left his large estate to Cincinnati for educational purposes. Three trustees were appointed to execute the will of the deceased. They have recently made report of their doings for the past year. They have sold stocks to the amount of \$49,565 55. They have paid their own commission, travelling expenses, etc., lawyers, clerks, etc., \$18,872; and have paid themselves the trifle of \$30,000 for "extra services," and report a balance on hand of \$693.55. Faithful stewards!

NORTH CAROLINA. — Considerable attention is given in the last annual message of the Governor to the interests of general education. The present system, which, during the past year, has been still further improved in its practical operation, places the means of a primary education within the reach of every child in the State. \$180,850 have been distributed to the several counties for school purposes. The present system was established in 1840, before which time there was no instruction imparted in the State, at the public expense. A comparative statement of school affairs in 1840 and 1860 is as interesting as it is instructive. Male Colleges, 3 (in 1840,) 6 (in 1860); Female Colleges 1, — 13; Academies and Select Schools 141 — now 350; Primary (free) Schools 632 — 4,000; whole number of Schools and Colleges 777 — 4,369; scholars at College 158 — 900; at Female Colleges 125 — 1,500; at Academies and Select Schools 4,398 — 15,000; at Primary Schools, 14,000 — 160,000. Well done!

INDIANA. — Prof. Miles J. Fletcher has been elected State Superintendent of Schools. He is said to be a thorough educator, whose heart glows with love for the work before him.

WISCONSIN. — The Annual Report of the Superintendent of Public Instruction in Wisconsin, gives the number of school districts in that State as 4,110; number of attendants, 194,834 — being about two-thirds of the children of school age in the State; average monthly wages of male teachers, \$24 20; ditto female teachers, \$14.84; total receipts for school purposes during the last year, \$574,183 97. There are 1,175 district libraries in the State, containing an aggregate of 35,939

volumes. The amount of money raised for the libraries was \$2,003 91. There are also 161 select and private schools in the State, exclusive of incorporated academies, attended by 7,326 scholars.

IOWA. — The Norwegians intend to build a college which is to combine the good peculiarities of their native country with the best features of American colleges. \$20,000 have already been raised for this purpose. — *The Iowa Instructor*, an educational monthly, whose December number has found its way to Boston, says: "Laborers are needed in the educational vineyard. In 1859, the number of persons employed in the common schools of the State, as near as can be ascertained, was about 5,265. To this number we may add nearly 3,000, who teach in select schools, and we have an army of 8,000 teachers in the infant State of Iowa! These teachers gave instruction to some 150,000 pupils, — 240,531 children of lawful school age being reported, and 142,849 as attending school. Look at the magnitude and importance of the teacher's work. Does it not require a class of persons fitted and trained expressly for the service? Teaching, in *theory*, is a distinct profession; it must be made so, in *reality*, by a strict and rigid course of study and discipline, and guarded by rigid rules. Though I blush to say it, yet I think truth demands the expression, that no calling has been more disgraced and degraded by its own occupants than that of teaching."

All that Iowa (Iowa alone?) wants is action on the part of its teachers. They have now a good school law, a professional journal, a State Teachers' Association, and many county associations. They have teachers' institutes, a State Normal School department, and very intelligent communities in which to operate. The only serious difficulty, "hard times," will soon give way to better days.

ELOCUTION. — Mr. Lewis B. Monroe announces in our advertising pages that he has opened a Vocal Gymnasium at No. 1 Province Street, Boston, where he is prepared to give instruction in all departments of Vocal Culture and Elocution. Having personally tested Mr. Monroe's methods, and derived great benefit from his training, we can confidently advise those who wish to acquire that management of the voice so essential to good reading, and to develop its power, to apply to him. Mr. Monroe is also a good gymnast. We have seen no gymnastic exercises we like better than his.

In the last number of *The Teacher* the Rev. Warren Burton's excellent circular on Home and School Education was inserted, with the exception of the latter part, which is of considerable importance to Mr. Burton himself, and to the cause he would aid. In that he asks teachers and other friends of education to send to him a few postage stamps of either kind, to enable him to circulate his propositions more widely and to meet the necessary expenses of his undertaking. This work, on the part of Mr. Burton, is a labor of love. He has used his own funds freely, and it is but just he should receive some aid from others. Even the smallest favors will be gratefully received. Please address, Rev. Warren Burton, Salem, Mass.

A VERY GOOD EXAMPLE. — One of the Grammar Schools of Roxbury has, through the action of its Sub Committee, been supplied with Appleton & Co.'s New Encyclopædia. As it is not customary for the School Committee of this enterprising city to commence a good work and not go through with it, each of the other schools will, no doubt, soon receive the same favor.

BOOK NOTICES.

SARGENT'S ORIGINAL DIALOGUES. A Collection for School and Family Reading and Representation. By EPES SARGENT. Third Thousand. Boston: John L. Shorey. 1861.

Original and good dialogues are needed, and always sure of a hearty welcome. The fifty-five pieces presented in this volume are preceded by an introduction which throws the responsibility of a careful selection and preparation upon the director or teacher; and contains useful remarks on pronunciation, emphasis, inflection, gesture, and action. The dialogues are written in an easy, yet correct style; they are pleasing when read, and will prove still more so in the acting.

The Scientific American, published by Munn & Co., New York, appears in a new dress at the beginning of the year. The articles in the first three numbers of Vol. IV. (new series) are both interesting and instructive, and the illustrations are excellent. — Another fine publication is *The Rural New Yorker*, published by D. T. Moore, in Rochester. Its weekly sheets bring valuable articles on agriculture, horticulture, education, literature, science, arts, and politics. The price of each of these publications is \$2.00 a year. — *Boys and Girls' own Magazine*. New York: William L. Jones. 75cts. per year. The January number is full of good reading matter for the young folks. — *The Journal of Progress in Education and Social Improvement*, Cincinnati: Elias Longley, has begun its second volume, the first number of which is more promising than any of the former issues. — Nos. 17 and 18 of *The Pulpit and Rostrum* contain Daniel Webster's Reply to Hayne in the United States Senate, January 26th, 1830. New York: H. H. Lloyd & Co. — *Clark's School Visitor* is now published in the city of brotherly love, at the low price of 50cts. a year. Whoever begins to subscribe and makes use of this paper will not discontinue it, as long as it is so ably conducted as at present. — The January number of *Silliman's American Journal of Science and Arts* contains not less than twelve valuable articles, a long chapter of Scientific Intelligence, and some Book Notices.

AN ELEMENTARY DICTIONARY OF THE ENGLISH LANGUAGE. By JOSEPH E. WORCESTER, LL.D. A new Edition, Revised and Enlarged. Boston: Swan, Brewer & Tileston. 1861. pp. 400.

This Dictionary, in its original form, was published in 1835. Since that time it has passed through numerous editions, and has, to a remarkable degree, commanded the public favor. The author has carefully revised and considerably enlarged the work, having made it substantially a reduced form of the "Comprehensive Dictionary." The publishers issue the book in a very neat and compact style. It is, in all respects, admirably adapted to the use of schools.

A PRIMARY DICTIONARY OF THE ENGLISH LANGUAGE. By JOSEPH E. WORCESTER, LL.D. Boston: Swan, Brewer, & Tileston, 1861. pp. 384.

There is no good reason why children should not begin to use a dictionary at an early age. Indeed, the sooner their attention is called to the fact that words have a meaning, the more likely will they be to enjoy and appreciate the study of language, and to know how to use it. The little work just named, seems to be exactly adapted to the use of young children. It is worthy of patronage.

ENGLISH INTO FRENCH. A Book of Practice in French Conversation, Designed to accompany any Speaking French Grammar. By FRANCIS S. WILLIAMS. New York: Mason Brothers, 1861. pp. 328.

Mr. Williams's wide reputation as a successful teacher of the French Language, will naturally attract attention to this, his last publication. The book is divided into two parts; the first of which includes an English-French Vocabulary, conversations in English to be translated into French, Idiomatical Expressions, English Proverbs, and a fragment from Voltaire; the second part contains a key to portions of the first part. The Vocabulary is divided into twenty-two lessons, the words of which are classified. Thus the first lesson contains words which refer to "Man and his Relationship," the second lesson relates to "the Body, Members," etc.; the third to "Names of Occupations," etc. This classification will aid in the recollection of the words.

The "Conversations," which extend through seventy-five lessons, and occupy ninety pages, are simple, and altogether the most sensible of their kind that have ever been published.

The "Idiomatical Expressions," and the "English Proverbs," with their French equivalents, are numerous and well arranged.

The "Key" is designed to be used by the pupil in the preparation of his lessons. In regard to the expediency of this course, the author justly says, "as conversation to be enduring, must be rapid, and as the child learns his own tongue without any thought of grammar or dictionary, every means of facilitating his progress should be freely offered him."

The plan of this book is, beyond question, a good one, and it has been well executed.

PINNEY AND ARNOULT'S FRENCH GRAMMAR. A New Method, combining both the Oral and Theoretic; particularly calculated to render the speaking of French easy to learners of different ages and capacities. With the Pronunciation of all the Words, and a Lexicon. By NORMAN PINNEY & EMILE ARNOULT. New York: Mason Brothers, 1861. pp. 520.

The principal advantages which this work claims to possess are, briefly, the following: 1. It has been prepared by experienced native teachers of both French and English, and thus "unites an accurate knowledge of the idioms and pronunciation of the French with a more perfect adaptation to the wants of the English learner;" 2. Its method of teaching the pronunciation. Each French word has its pronunciation indicated by numerals, which, when once taught by the teacher, enables the pupil to pronounce the words without help from others; 3. Its capability of abridgment. The book is so arranged that it may be abridged one-half without sacrificing its grammatical system, and is, therefore, equally adapted to a brief or an extended course of study; 4. It contains an English-French dictionary of all the words to be translated, and thus aids the pupil who may have forgotten the French for a given English word.

The work certainly possesses all the merits claimed for it, and will confer honor upon its distinguished authors.

MESSRS. TICKNOR & FIELDS have in press a volume which will be read by all lovers of vigorous writing, entitled "TWELVE SERMONS delivered at Antioch College, by HORACE MANN." It will soon be published.